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| Subject: Visual  Media  The Arts | Name: | Grade: 9 |
| Summative Assessment:  Assessed Criteria: A, B, C, D | | Due Date: |
| **Overview of the Task:**  Assignment:  From two Film Noir or NeoNoir films create a 5 minute video essay with a voice over evaluating the lighting techniques and camera exposure in the scene in regards to the director's intentions. | | |

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| **Specific task guidelines:**  1. Find between 3 and 7 scene examples from two movies of the use of lighting in film noir and describe how the technique is utilized for storytelling using film specific language.  2. What were the director's intentions in choosing this technique and did they achieve their aims and why or why not?  3. Why was the technique chosen by the director in regards to the film's societal, cultural, historical, or personal contexts?  4.  **Formative assessment:**  1. Documented research in your process journal  2. A two column script  3. A rough cut of your video   |  |  |  | | --- | --- | --- | | **Objective A: Knowing and Understanding** | i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology  ii. demonstrate understanding of the role of the art form in original or displaced contexts  iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. | **What does this look like?**  **I can…**  i. use film vocabulary to describe the director’s intentions and how light was used to achieve this.  ii. explore how light is used to drive the narrative forward linking this to the time period of film noir | | **~~Objective B:~~**  **~~Developing Skills~~** | ~~i. demonstrate the acquisition and development of the skills and techniques of the art form studied~~  ~~ii. demonstrate the application of skills and techniques to create, perform and/or present art.~~ | **What does this look like?**  **I can…** | | **~~Objective C: Thinking Creatively~~** | ~~i. develop a feasible, clear, imaginative and coherent artistic intention~~  ~~ii. demonstrate a range and depth of creative-thinking behaviours~~  ~~iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.~~ | **What does this look like?**  **I can…** | | **Objective D:**  **Reflecting** | i. construct meaning and transfer learning to new settings  ii. create an artistic response that intends to reflect or impact on the world around them  iii. critique the artwork of self and others. | **What does this look like?**  **I can…**  iii. Critique the director’s use of light. Did it fulfill his overall intention and how effective was it. | |

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| **Achievement Level** | **Criterion A: Knowing and Understanding**  **Level Descriptor** | **Criterion B: Developing Skills**  **Level Descriptor** | **Criterion C: Thinking Creatively**  **Level Descriptor** | **Criterion D: Responding**  **Level Descriptor** |
| **0** | * The student **does not** reach a standard described by any of the descriptors below. | * The student **does not** reach a standard described by any of the descriptors below. | * The student **does** **not** reach a standard described by any of the descriptors below. | * The student **does** **not** reach a standard described by any of the descriptors below. |
| **1-2** | 1. demonstrates **limited** knowledge and understanding of the art form studied, including concepts, processes, and **limited** use of subject-specific terminology 2. demonstrates **limited** understanding of the role of the art form in original or displaced contexts 3. demonstrates **limited** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. | 1. demonstrates **limited** acquisition and development of the skills and techniques of the art form studied 2. demonstrates **limited** application of skills and techniques to create, perform and/or present art. | 1. develops a **limited** artistic intention that is **rarely** feasible, clear,  imaginative **or** coherent 2. demonstrates a **limited** range **or** depth of creative-thinking behaviours 3. demonstrates **limited** exploration of ideas to shape artistic intention that **may reach** a point of realization. | 1. constructs **limited** meaning and **may** transfer learning to new settings 2. creates a **limited** artistic response that **may** intend to reflect or impact on the world around him or her 3. presents a **limited** critique of the artwork of self and others. |
| **3-4** | 1. demonstrates **adequate** knowledge and understanding of the art form studied, including concepts, processes, and **adequate** use of subject-specific terminology 2. demonstrates **adequate** understanding of the role of the art form in original or displaced contexts 3. demonstrates **adequate** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. | 1. demonstrates **adequate** acquisition and development of the skills and techniques of the art form studied 2. demonstrates **adequate** application of skills and techniques to create, perform and/or present art. | 1. develops an **adequate** artistic intention that is **occasionally** feasible,  clear, imaginative **and/or** coherent 2. demonstrates an **adequate** range **and** depth of creative-thinking  behaviours 3. demonstrates **adequate** exploration of ideas to shape artistic intention **through to** a point of realization. | 1. constructs **adequate** meaning and **occasionally** transfers learning to new settings 2. creates an **adequate** artistic response that intends to reflect or impact on the world around him or her 3. presents an **adequate** critique of the artwork of self and others. |
| **5-6** | 1. demonstrates **substantial** knowledge and understanding of the art form studied, including concepts, processes, and **substantial** use of subject- specific terminology 2. demonstrates **substantial** understanding of the role of the art form in original or displaced contexts 3. demonstrates **substantial** use of acquired knowledge to purposefully inform artistic decisions. | 1. demonstrates **substantial** acquisition and development of the skills and techniques of the art form studied 2. demonstrates **substantial** application of skills and techniques to create, perform and/or present art. | 1. develops a **substantial** artistic intention that is **often** feasible, clear,  imaginative **and** coherent 2. demonstrates a **substantial** range and depth of creative-thinking  behaviours 3. demonstrates **substantial** exploration of ideas to **purposefully** shape artistic intention **through to** a point of realization. | 1. constructs **appropriate** meaning and **regularly** transfers learning to new settings 2. creates a **substantial** artistic response that intends to reflect or impact on the world around him or her 3. presents a **substantial** critique of the artwork of self and others. |
| **7-8** | 1. demonstrates **excellent** knowledge and understanding of the art form studied, including concepts, processes, and **excellent** use of subject-specific terminology 2. demonstrates **excellent** understanding of the role of the art form in original or displaced contexts 3. demonstrates **excellent** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. | 1. demonstrates **excellent** acquisition and development of the skills and techniques of the art form studied 2. demonstrates **excellent** application of skills and techniques to create, perform and/or present art. | 1. develops an **excellent** artistic intention that is **consistently** feasible, clear,  imaginative **and** coherent 2. demonstrates an **excellent** range and depth of creative-thinking  behaviours 3. demonstrates **excellent** exploration of ideas to **effectively** shape artistic intention **through to** a point of realization. | 1. constructs meaning **with depth and insight** and **effectively** transfers learning to new settings 2. creates an **excellent** artistic response that intends to **effectively** reflect or impact on the world around him or her 3. presents an **excellent** critique of the artwork of self and others. |

**Assessment Criteria Feedback**